

Thomaston Public Schools - ELA Grade 7 Curriculum Overview and Pacing Guide

Course Title: ELA		
School: Thomaston High School	Grade:7	Curriculum Pacing: 36 weeks
Unit One: Race, Ethnicity, and Gender in Society	Unit Two: Ancestry and Our Personal Histories	
Unit Pacing: 9 weeks	Unit Pacing: 9 weeks	
<p>Unit Overview: In this opening unit, students will explore the roles race, gender, and ethnicity play in our ability to achieve social success. Our texts will explore some fragile times in human history where prejudice was a roadblock in society’s ability to evolve. In addition, we will, through personal narrative work, examine our own attempts at making meaningful human connections beyond the superficial attributes of race, ethnicity, and gender.</p>	<p>Unit Overview: In this unit, students will not only consider their own personal historical narratives, but also, they will examine and analyze the past and how it affects our contemporary society. Students will analyze how our histories play a tremendous role in society’s future by examining relevant texts and by writing about heritage and whether or not it predetermines who we become. Students will develop their knowledge and skills surrounding how to participate in an analytical discussion, how to extract central ideas in a text, how to analyze characters and make connections within a text as well as how to compose and evaluate an argument and claim.</p>	
<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How do differences in race, ethnicity, and gender affect our ability to achieve social success? 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How does one’s personal history and ancestry influence our current life path? 	

<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. (Reading) - I can analyze text to infer what it says. (CCSS.ELA-LITERACY.RL.7.1) 2. (Reading) - I can evaluate an argument and claims in a text by assessing if the evidence is relevant and sufficient to support the claims. (CCSS.ELA-LITERACY.RL.7.8) 3. (Writing) - I can introduce a topic, previewing what is to follow, using a wide range of methods, including formatting, graphics, and multimedia to aid understanding. (CCSS.ELA-LITERACY.W.7.2.a) 4. (Writing) - I can incorporate transition words by using phrases and clauses to move from one event to the next as well as to shift time frames and settings and to show the relationships between experiences and events. (CCSS.ELA-LITERACY.W.7.2.c) 5. (Speaking and Listening) - I can acknowledge and respond, when appropriate to justify my own views of the topic. (CCSS.ELA-LITERACY.SL.7.1.D) 6. (Language) - I can correctly use context clues to extract the meaning of an unfamiliar word. (CCSS.ELA-LITERACY.L.7.4) 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. (Reading) - I can analyze character and events to make connections throughout the text. (CCSS.ELA-LITERACY.RL.7.3) 2. (Reading) - I can determine the central idea(s) throughout a whole text. (CCSS.ELA-LITERACY.RL.7.2) 3. (Writing) - I can evaluate an argument and claims in a text by assessing if the evidence is relevant and sufficient to support the claims. (CCSS.ELA-LITERACY.RI.7.8) 4. (Writing) - I can compose an argument where my claim is strongly supported with clear reasons and relevant evidence. (CCSS.ELA-LITERACY.W.7.1) 5. (Speaking and Listening) - I can enter a discussion prepared to talk about topics and the evidence I have researched. (CCSS.ELA-LITERACY.SL.7.1.A) 6. (Language) - I can incorporate grammar in my writing and verbal conversations to enhance meaning. (CCSS.ELA-LITERACY.L.7.1)
<p>Unit Three: “Rebellion vs. Conformity”</p>	<p>Unit Four: “The Art of Short Stories”</p>
<p>Unit Pacing: 9 weeks</p>	<p>Unit Pacing: 9 weeks</p>
<p>Unit Overview: In this unit, students will investigate the role rebellion has played in our societal development, as well as how shunning conformity can help to create significant improvements in our personal experiences. Through both research and literary</p>	<p>Unit Overview: In this final unit, students will look at how authors can present unbelievable scenarios and still make them feel believable through appropriate description, sequential events, and relatable characters. We will examine texts that blur the lines of realism, while exploring these written techniques in our own pieces. Students will</p>

<p>texts, students will examine rebels (in both fiction and nonfiction) and how they have shaken the foundations of our world for the better. Students will examine these character types by exploring tone, mood, point of view as well as by writing informatively and researching these topics.</p>	<p>build knowledge and skills surrounding discussing and analyzing author's word choice, distinguishing author's position from that of others, incorporating multimedia into presentations, and developing real or imaginary events within a piece of writing, as well as honing in on creating relevant, descriptive details, and sensory language to create action in their writing.</p>
<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. Do the risks of rebellion outweigh the rewards of conformity? 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How do authors use both real and imagined experiences to create compelling stories?
<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. (Reading) - I can analyze how an author's choices in structuring of text affects the reader. (CCSS.ELA-LITERACY.RL.7.5) 2. (Reading) - I can analyze how authors shape their presentation of information by using evidence. (CCSS.ELA-LITERACY.RL.7.9) 3. (Writing) - I can write informatively to convey ideas and concepts in an informative/explanatory piece of writing through the selection, organization, and analysis of content. (CCSS.ELA-LITERACY.W.7.2) 4. (Writing) - I can research and gather relevant information, assess the credibility and accuracy of each sources, and effectively quote/paraphrase the data to draw conclusions. (CCSS.ELA-LITERACY.W.7.8) 5. (Speaking and Listening) - I can abide by rules for intelligent class discussions and effectively track progress toward my goals and deadlines. (CCSS.ELA-LITERACY.SL.7.1.B) 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. (Reading) - I can distinguish the author's position from that of others. (CCSS.ELA-LITERACY.RL.7.6) 2. (Reading) - I can include multimedia and visuals in my presentations to help support my claims and findings. (CCSS.ELA-LITERACY.SL.7.5) 3. (Writing) - I can develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. (CCSS.ELA-LITERACY.W.7.3) 4. (Writing) - I can use relevant, descriptive details, and sensory language to create action, experiences, and events in my Writing. (CCSS.ELA-LITERACY.W.7.2.d and CCSS.ELA-LITERACY.W.7.3.d) 5. (Speaking and Listening) - I can discuss author's word choice regarding meaning and tone. (CCSS.ELA-LITERACY.RL.7.4)

6. (Language) - I can use a dictionary, glossary, or a thesaurus, to find the pronunciation of a word and to determine the exact Meaning. (CCSS.ELA-LITERACY.L.7.4.C)

6. (Language) - I can edit and revise writing containing errors in spelling, punctuation, and capitalization. (CCSS.ELA-LITERACY.L.7.2 and CCSS.ELA-LITERACY.L.7.2.A)